

# AN ANALYSIS OF REQUEST STRATEGY AND POLITENESS STRATEGY IN CLASSROOM SITUATION

**Rachmat Pradikta, Hery Yufrizal, Huzairin**

[rachmat.pradikta@gmail.com](mailto:rachmat.pradikta@gmail.com)

## **Abstract**

Tujuan dari penelitian ini adalah untuk mengetahui strategi tindak tutur meminta dan strategi kesopan santunan yang muncul di dalam kelas. Penelitian ini menggunakan role play sebagai media untuk mendapatkan data. Hasil penelitian menunjukkan ada 19 ujaran yang termasuk kedalam tindak tutur meminta. Berdasarkan strategi tindak tutur meminta, sembilan ujaran (47,36%) termasuk kedalam strategi mempertanyakan kemampuan atau kesediaan pendengar, satu ujaran (5,26%) termasuk kedalam strategi pernyataan akan kemampuan dan kesediaan, satu ujaran (5,26%) termasuk kedalam pernyataan akan harapan dan keinginan penutur, dan delapan ujaran (42,10) termasuk kedalam strategi perintah. Berdasarkan strategi kesopan santunan, sebelas ujaran (57,89%) termasuk kedalam strategi bald on-record, dan delapan ujaran (42,10) termasuk kedalam strategi negative politeness. Hal ini menunjukkan bahwa kecenderungan dari strategi meminta adalah dalam bentuk mempertanyakan kemampuan atau kesediaan pendengar. Sementara itu, strategi kesopan santunan cenderung muncul dalam bentuk strategi bald on-record.

The aim of this research was to find out the request and politeness strategy appeared in classroom situation. This research used role play as the instrument in the data elicitation technique. The result showed that there were 19 utterances that belong to act of request. Based on the request strategy, nine utterances (47,36%) belonged to questioning listener's ability or willingness, one utterance (5,26%) belonged to statements of ability and willingness, one utterance (5,26%) belonged to statements of speaker's wishes and desires, and eight utterances (42,10) belonged to imperatives strategy. Based on politeness strategy, eleven utterances (57,89%) belonged to bald on-record, and eight utterances (42,10%) belonged to negative politeness. It showed that the tendencies of the request strategy was in the form of questioning listeners ability or willingness. Meanwhile, the politeness strategy tended to appear in the form of bald on-record strategy.

**Keywords:** request strategy, politeness strategy, classroom situation

## **INTRODUCTION**

Through communication one shares his/her mind to others, sometimes to achieve certain intention. Especially in a classroom, it appears in the form of Teacher – Student conversation or Student – Student conversation. It is through this conversation learning is accomplished in the classroom. Brown and Levinson (1978) states that communication is seen as potentially dangerous and antagonistic. It is in line with Goffman (1976) who states that when an individual comes in contact with another person, he/she attempts to controll or guide the impression that the other person will form of him, by altering his own setting, appearance and manner.

Language is considered to be a product of social contact. Language or linguistic acts that intend to influence the reality are generally known as ‘Speech Acts’. The politeness principles is an important background for a speech act. It is required in a conversation for its special functions, that is to keep social balances and geniality in a conversations. Through this, the existance of a conversation can be maintained (Leech, 1976).

People are likely to be direct in their utterance when their social relationship is closer (Leech, 1976), but when they have to speak to someone with a distance social relationship they tend to be more polite. It is in line with Tarigan (1990) who states that an indirect illocutions tend to show more politeness. Besides that, people will also consider the context in saying something, they tend to wait the right time to say something.

Every person has been exposed to their mother language since they were a child. As they grow in an environment, the environment will shape their language along with a social knowledge of how or when to say something. By this time, the variation of an utterance is also improved, for example an act of request can be performed by making an declarative utterances, interrogative, or even imperatives. In short, people notice how to keep politeness in having a conversation in their mother language. But then, as they starts to go to school, they are exposed to a foreign language, English. The process of transferring from L1 to L2 while keeping its politeness in an act of request might be produced differently in both source language and the target language. Based on that, the reasercher think that it is important to do an investigation in the act of request in relations with the politeness used by the students.

This research was focused on analyzing the pattern of act of request performed by the student in the classroom situation at the second grade of SMAN 2 Bandar Lampung. The researcher conduct the observation twice and record the performances of the student. The researcher applied role play during the research in order to get the data needed. Role play is a technique in which the student play a part (either their own or somebody else's) in a safe environment in which students are as inventive and playful as possible. The student will then unselfconsciously creating their own reality and by doing so are experimenting with their knowledge of the real world and developing their ability to interact with other people (Alan Maley, 1987). By applying this as a data elicitation technique, the researcher was able to make the student produce the data that the researcher intended to see. By implementing role play, the researcher intended to find out the

request strategy used by the student in the classroom and also the politeness strategy used by the student in the classroom.

Based on the explanation stated above, the researcher formulated the problem as follow:

1. What kinds of request strategy do the student use in the classroom?
2. What kinds of politeness strategy do the student use in the classroom?

## **METHOD**

This research was focused on classroom interaction and non experiment research, so that the researcher used qualitative method, in which it is focused on the process of teaching and learning not on the product. According Suparman (2009), qualitative researchers report the result obtained from qualitative analysis through detailed descriptions of the processes which the researchers need in arriving at the categories and patterns of research. The researcher took a qualitative research because the researcher interested in observing a task based performance of the learners individually to understand how the student perform the act of request in L2 related to keeping its politeness. The researcher, as an observer, record during the process of teaching English in the classroom. Furthermore, the data are focused on the task based performance of the student by analyzing the interactional conversation among teacher-students and students-teacher in speaking class by using Brown and Levinson politeness strategy.

The population of the research was the second year students consisting of four classes. One class was chosen randomly from four available classes as the observation subject, it was XI IPA.

In order to collect the data, the researcher did several steps: 1) Determining the situation for student task, 2) Preparing the role cards for the student, 3) Distributing the role cards and ask the student to perform based on the situation given, 4) Recording the student performance, 5) Transcribing all the conversations, 6) Coding the transcription, 7) Analyzing the data by using Anna Trosborg request strategy and Brown and Levinson politeness strategy, 8) Making the report of the research.

## **RESULT AND DISCUSSION**

### ***Result***

Based on the result of the research, it turned out that there were four request strategy appeared during all the performance of the student. They were : 1. Questioning listener's ability/willingness 2. Statement of ability and willingness 3. Statement of speaker's wishes and desires and 4. Imperatives. The percentage of appearance of each category based on the total utterance that belonged to Act of request which was 19 utterances were as follow:

1. Questioning listener's ability/willingness : 9 Utterances

$$\frac{9}{19} \times 100\% = 47.36 \%$$

2. Statement of ability and willingness : 1 Utterance

$$\frac{1}{19} \times 100\% = 5.26 \%$$

3. Statement of speaker's wishes and desires : 1 Utterance

$$\frac{1}{19} \times 100\% = 5.26 \%$$

4. Imperatives : 8 Utterances

$$\frac{8}{19} \times 100\% = 42.10 \%$$

It also appeared in the data that there were two kind of politeness strategy used by the student in their performance. They were Bald on-record startegy and Negative Politeness strategy. The percentage of appearance of each category based on the total utterance that belonged to Act of request which was 19 utterances were as follow:

1. Bald On-Record : 11 Utterances

$$\frac{11}{19} \times 100\% = 57.89 \%$$

2. Negative Politeness : 8 Utterances

$$\frac{8}{19} \times 100\% = 42.10 \%$$

### ***Discussion***

Each performance of the student produced different number of Act of Request. Situation 5 which involved 3 students produced the most number of Act of Request of all which was 6 utterances. The situation that brought the least Act of Request were situation 1 and 2 which involving 2 students and resulting 1 act of request only. It implied that, besides the situation given to the student, the number of student involved in the perfromance can also influence the number of request that can be produced.

By this research, the writer concluded that a significant L2 proficiency influenced on overall appropriateness speech act of request production. Because during this research there were two major category of request strategy appeared. They were Questioning listeners ability/willingness and imperatives. From this, the researcher assumed that the students with limited proficiency in L2 were able to produced the act of request but they tend to replicate the pattern in performing the act of request.

Concerning the politeness, the writer inferred that in the classroom interaction tend to use the Bald On-Record as the application of Bald On-Record was about 11 utterances (57.89 %), negative politeness 8 utterances (42.10 %). The researcher assumed that this was because the situation provided by the researcher took classroom learning process as the setting, which involved the teacher and the student. This situation caused the condition where there was someone with higher position. Therefore when the person with higher position performed the act of request, they tend to performed it in the form of Bald On-Record, since they were not affraid of non-cooperation of the listeners.

## **CONCLUSIONS AND SUGGESTIONS**

### ***Conclusion***

Based on the findings and discuccion above, it seems that situation will influence the speech act produced. In this research the situation is classroom situation in which the teacher hold a higher position than the student. Therefore the reasearcher conclude this research as follow:

1. Concerning request strategy, the tendencies of the request strategy is in the form of questioning listeners ability or willingness.
2. It shows that when a conversation involves two or more group of people with diffrent level, the politeness strategy tends to appear in the form of bald on-record strategy.

### ***Suggestions***

In reference of the conclusion above, some suggestions are given as follow:

1. English teacher should teach pragmatic knowledge of the target language to the students, so they will be able to use the language appropriately to various social context and situation.
2. For future researcher in the area of speech act, can go study the application of act of request in different situation.

### **REFERENCES**

- Brown, P. and Levinson, S.C. 1978. *Politeness: Some Universals in Universal Usage*. United Kingdom: Cambridge University Press.
- Goffman, E. 1976. In Brown, P. and Levinson, S.C. 1978. *Politeness: Some Universals in Universal Usage*. United Kingdom: Cambridge University Press.
- Leech, G N. 1976. *Metalanguage, Pragmatics and Performatives*. Washington: Georgetown University Press.
- Maley, A. 1987. *Role Play: Resource Book for Teacher*. Oxford: Oxford University Press.
- Suparman, U. 2009. *Qualitative Research for language teaching and Learning, Qualitative Inquiry and Research Design*. Bandung: Arfino Raya Publisher.
- Tarigan, H.G. 1990. *Pengajaran Pragmatik* : Bandung. Angkasa Bandung.
- Trosborg, A. 1994. *Interlanguage Pragmatics: requests, complaints, and apologies*. New York: Mouton de Gruyter.